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ABSTRACT

This document presents some of the questions that are frequently asked about Director Credentialing programs at the individual and national level, and proposes answers. Topics covered include content and competency areas required by director credentialing programs, number of hours or credits required, and their relationships with licensing, higher education and state early childhood education career development efforts. The document covers issues of pilot program development and the consistency of programs across the country. It provides an overview of state and national director credentialing initiatives in table form, and tabulated information by state on the minimum pre-service training, annual ongoing training, and administrative training hours required for directors in child care centers. (JPB)

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ED 424 918

Taking The Lead

Investing in Early Childhood Leadership for the 21st Century

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Director Credentialing Info Packet

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WHY A DIRECTOR CREDENTIAL?

Directors might seek a credential because:

- The knowledge and skill would help them do their job
- It would bring higher status and recognition
- It would increase their ability to get good jobs directing high quality centers, and might be transferable to other fields
- It might be a way of qualifying through licensing for the director role; a handful of states have begun to strengthen their licensing qualifications for directors

Centers might support it because:

- It would reduce failures, crises, and disasters to have competent directors
- It would improve quality, to have directors who can select and support good staff
- It would add to a center's marketability to parents
- Child care resource and referral agencies (CCR&R's) could list centers that have credentialed directors
- It would add to a center's ability to get bank loans, corporate support, foundation grants

Policy-makers might support it because:

- Competent directors protect the investment of dollars in child care by reducing failure; and assuring operation at an effective level of quality
- Competence of directors correlates with quality outcomes for children
- Competence of directors correlates with the education and training of staff; i.e. staff are not effective without support of the director

Barriers to a Director Credential:

- Until recently, research findings were scarce
- The professional field has emphasized and valued the role of teachers, and viewed directors as individuals regrettably lost to teaching
- Training for directors has been almost non-existent
- Issues of access: e.g., lack of access for underrepresented groups
- The cost may be viewed as unaffordable
- Directors have little free time to continue their education; they typically work a 10 hour day, and have the responsibility of children and family
- Few states require any administrative training for directors
- Directors may not have the support of their owners or Board of Directors for their continuing education
- Some directors may not have the necessary educational foundations on which a director's credential must be built

Discussion Draft: 2/21/97

Questions & Answers
about Director Credentialing Efforts

Director Credentialing, while a relatively recent phenomenon, is rapidly spreading across the country. The preliminary national scan has identified thirteen credentialing efforts currently in operation, nine projects in the development phase and approximately twenty more states or private groups working towards the planning of a credential within the next two to four years. Although we have spoken with people in almost every state, we acknowledge that there are still more initiatives about which we have not yet gathered information.

While credentialing programs may share many of the same basic content and competency areas, they vary widely in the number of hours or credits required and in their relationships with licensing, higher education and state ECE Career Development efforts. With so many efforts in the early stages of development, the field is ripe for a national dialogue on this topic.

1) What are the content areas required by Director Credentialing programs ?

The vast majority of credentialing efforts require Business Management/Administration, Staff Management & Supervision and Family & Community Relations. In addition, just over half require training in child development as part of credential preparation and several others require it as a prerequisite. Other common content areas include: Curriculum, Planning Environments, Personal & Professional Development, Financial Management/Accounting, and Health, Safety and Nutrition.

While there is a great deal of similarity in the required content areas, some credential requirements are less common. For instance, one requires typing and business math, while another includes a series of modules in Spiritual Development.

2) Where are issues such as culture and diversity? What about dealing with institutional barriers?

These were not mentioned specifically as content areas by respondents. These issues clearly need more data and discussion.

3) Must all candidates take the required courses or training or can prior experience and education enable some candidates to demonstrate competency and/or "opt out" of certain requirements ?

Half of all credentialing projects require that candidates participate in **all** training. Most of these efforts represent credentialing done by private, non-profit agencies using a standardized curriculum offered in an intensive format.

The other half of the credentialing efforts are offered primarily through community colleges and other institutions of higher education and require, far greater hours of instruction than the private, non-profit agencies. These credentialing efforts, for the most part, provide more avenues for candidates to "test out", show a portfolio or document prior training.

4) What kinds of training formats are Credentialing programs using ? Are candidates offered any options ?

In general, colleges awarding Director certificates are offering training through standard course formats and semester schedules. In fact, one college requires all candidates to attend full-time for 9 months. To meet the needs of working Directors, many colleges offer credentialing classes in the evening, and several have broken 3 credit courses into 1 credit modules.

In contrast, the private, non-profit agencies as well as the State of Wisconsin, offer a wide range of training formats designed to meet the scheduling constraints of Directors. Some of these include: one week intensives, consecutive week-ends, one week-end per month, or one day per week for 8 weeks. Many are offered in retreat settings and view the intensive format as a desired mechanism for facilitating candidates' grasp of new concepts and skills as well as providing Directors with the opportunity to develop supportive relationships with one another.

5) How are candidates' competencies evaluated ? Do any Credentialing programs require an applied component or a comprehensive final exam ?

One third of the credentialing projects require completion of a comprehensive final exam before a credential is granted. These projects are all 120 clock hours or less of instruction. Another third require testing following modules or courses with a final applied component. The remaining third rely solely on the completion of coursework and only utilize testing if it is administered as part of normal course requirements.

6) Must credentials be renewed ?

More than one quarter of the credentialing projects offer renewal of the credential with required documentation of a particular number of hours, and in some cases in specified content areas. One quarter of the credentialing projects cite the professional development hours required by licensing as the standard used for renewal. One quarter have not yet determined if renewal will be offered nor what would be required. And one credential, awarded through a community college , does not require renewal of its certificate.

7) How are credential efforts being funded ? What is the availability of scholarships ?

While the cost of obtaining a credential varies widely from a low of $195 to as high as $12,600, half of all credentials cost approximately $450 and one quarter are currently free. Funding for credentialing projects comes primarily through participant fees, however, public and private grant funding is being used in 3 cases to offer the credential free of charge for a specified period of time. Funding sources being used to support credentialing efforts include: Head Start Collaboration funds, Child Care Development Block Grants funding, private foundation funding, higher education in-kind support and State Department of Labor funding.

Scholarships for college sponsored programs are being offered through Pell grants and other student financial aid programs. For those projects administered through non-profits, many have set aside income from fees to establish modest scholarship funds. The lack of scholarship assistance was cited by the majority of credentialing projects as a current obstacle in attracting candidates to the program.

8) How are Credentialing Programs related to Licensing Standards ?

Just over 30% of the thirteen credentialing programs were designed to meet state licensing standards. The vast majority acknowledge that state standards do not ensure that directors are adequately prepared for their role and, therefore, are designed to go beyond minimum requirements by strengthening the skills and knowledge of existing directors. A limited number of credentials are designed to build upon existing licensing standards by incorporating the minimum education requirements as the first course or module offered in the credentialing program.

Several credentialing efforts in operation, and large numbers of those in the planning stages, are directly tied to the state's ECE Career Development system. These credentialing programs incorporate "identified director competencies" within the topics, courses or modules to be required. Many of these projects expressed the hope that at some point state licensing standards would be increased to match the requirements of the credential. Others planned to develop multi-level credentials, with state minimum requirements fulfilling the Level I Credential. Once the popularity of the credentialing among directors had reached a critical mass, many projects believed enhanced licensing standards would follow.

9) How broad an audience is the credential intended for? What are the demographics of those being credentialed? What priority has been placed by each of these groups to involve people of color and underrepresented groups in the planning, outreach and implementation?

When asked about demographics of populations targeted and served, most organizations had not developed systematic approaches to documenting individuals involved.

10) What challenges or obstacles are credentialing efforts facing ?

Credentialing projects studied were facing a wide range of individual challenges brought about by their varying stages of implementation, state demographics and variances in licensing requirements. Despite their differences, many of the Director Credentialing efforts cited the following obstacles or challenges:

1) Reaching Directors in rural and remote areas

2) Lack of recognition or valuing of the credential by Directors, parents, centers and the government. Many also cited the lack of incentive for participation due to low or no licensing requirements for Directors in their state.

3) Lack of scholarship aid. Many believe that the cost of their programs is a barrier for many Directors and feel that scholarships are needed to expand the numbers participating.

4) Ability to obtain college credit for the credential. Only a little more than half of the credentials studied included a mechanism for receiving college credit. Only one of these seven is not already affiliated directly with a college or university.

DIRECTOR CREDENTIALING: WHAT NEXT?

Draft for Discussion: as of 2/21/97

In a number of different locations, groups have been planning and discussing an administrator's credential for those who direct early childhood programs. Both the Funders Collaborative and the American Business Collaboration have expressed interest, and the Center for Career Development is working with these funding sources to develop criteria for funding pilot projects.

We want to move forward quickly by concentrating on refining the questions, problem-solving on a concrete level, and by sharing what each of the selected projects are thinking as they address the issues involved in developing a credential.

There are many "how to" questions that remain to be answered as the further development of this activity unfolds. Funds will be needed for pilots where viable alternative answers to some of these questions can unfold and be tested. Some of the questions that frequently arise at the national level are the following:

Q. What are the expected results of a director credential?

- More programs for children will be good or excellent.
- Directors will have more knowledge.
- Director competencies will be recognized.
- Directors will stay in the field and continue to grow.
- Higher paying jobs will be offered to more qualified directors.
- Directors will be more effective leaders in their communities, and at the state and national levels.

Q. Given the low level of required training for classroom staff and directors in the states, how can we expect to develop a significant requirement for a credential in child care?

The low level of training is required for licensing purposes, to prevent harm. To achieve quality, other tools are used: accreditation, differential payment rates, subsidized training, consumer education, and others. In the case of the credential, it is likely to be voluntary. In states with very low standards for licensing, a voluntary credential recognizes higher quality and creates a market for it. In states with higher standards, a voluntary credential can build as its first level what the state requires. There might be levels of credential in a state that wants to offer to some administrators an exceptionally rewarding sequence of courses. In that case, a lot of work will be required to develop the levels, on credit equivalencies, on tests for opting out of a module, and on the content itself.

Q. Who might get the credential?

Anyone who is responsible for administration of a children's program, such as a Head Start, a child care center, nursery school, Early Intervention Center, or social services agency that involves parents and children in any way. As time goes by, different types of programs might adapt the credential to fit their particular sector's needs. However, administrators must be trained

for community leadership, and must be able to communicate well with one another, so it will be very important that all these different kinds of programs be able to participate. Further exploration is needed on how the credential relates to school principals, and/or heads of early childhood programs in the schools.

Q. Does this credential exclude family child care providers?

Family child care requires some administrative knowledge and skills that center staff are not called upon to exercise, and group home providers need even more. Those who work in these settings combine program knowledge and administrative knowledge as center directors do, though in a more generalist way. The coursework and other activities designed for the credential should be open to home-based providers because it may be valuable to them, in their current work and may open avenues for them to start centers, as many of them do.

However, center administration is more complex than home-based administration, and no effort should be made to make them the same. The credential must cover the complex knowledge and skills needed to manage a center. It may be that the CDA for family child care will in the future become the credential for family child care, or some other credential will replace or augment it. Right now, the director credential is new, and its application to family child care might be delayed. However, it may be wise to assure that family child care providers are involved in the planning

Q. Shouldn't there be just one credential that every state adopts?

Some think so, and it may be a long range objective. However, in the short run, because of wide disparities among states, it would mean a frustrating and fruitless discussion of where to set the requirement, or else it would mean setting a very low amount and level of required training. Mississippi will not agree with Wisconsin. In implementation, a national group would have difficulty holding to a single standard if no one meets it. There will be different answers to this question. If some states begin their work, as Wisconsin has, with a high academic standard, they will need to work on equivalencies for people who move into the state with a different credential, and for people in Wisconsin who want to apply various educational experiences to "count" in the credential. Over time, as groups discuss these equivalencies at the national level, there will be growing consistency among pioneer programs, but this will not happen in advance.

Q. Is it a credential if one college offers a concentrated course of study for directors?

College degrees are a form of credential in themselves. However, the intention of the groups working on director credentialing is that there should be a broader credential, that more than one college would offer, and that would include such elements as:

- colleges granting credit for courses identified for the credential, even when offered at other colleges
- faculty from more than one college working together to develop the content
- some kind of approval system for coursework
- advisory or stakeholder structures in which directors from the field of practice give some guidance to the problem-solving in the development of the credential

Such a model could be developed within one state or region. A collaborative national model

might later be created by groups joining forces. Higher education should play a key role in the development of any of these models. National organizations, like ACCESS (American Associate's Degree Early Childhood Educators) and NAECTE (National Association of Early Childhood Teacher Educators) will disseminate information nationally about solutions to the levels and equivalencies issues. Concrete work on problem-solving will resolve some of the abstract issues more readily than theoretical discussions and planning, at this early stage. For example, Wisconsin has a steering committee of 20 instructors from different institutions, most of whom will teach the courses in colleges that will grant credit, at different levels. They will need to work out the issues that involve the granting of credit at different levels. The Registry in Wisconsin will grant the actual credential, and that organization will continue to be controlled by the field of practice.

Q. How would pilots be developed?

Pilots will not be possible without the infusion of dollars and/or technical assistance. Some of the existing groups that have done substantial work on a credential might be invited by groups who want to make a start on developing a credential, to provide technical assistance in some particular aspect where the work has progressed in detail. These different aspects will need to be listed, and the groups that have been working on them identified. Pilots might be funded by state government, community foundations, national funders, the American Business Collaboration, or other business groups. Local or state pilots funded at the national level should have frequent communication with one another and with other pilots to share solutions and information.

Q. Who provides the infra-structure to make the credential happen and manage its ongoing administration? Who grants the credential?

There may be different answers for these questions in different states during the initial development. For example, Wisconsin has *The Registry*, a highly appropriate base for the credential because it has both the role of recognizing professional achievement and also tracking professional growth. In other states, groups might base the credential in a children's agency, licensing, local Councils for Children, Labor, or Education. Whatever the base, it needs to relate to all the various sectors where programs for children are administered: Head Start, child care, preschool, school-age programs, etc.

Q. Isn't it essential that the content areas be consistent across the country?

The content areas probably have a great deal of consistency because they are developed by professionals in the field and tested in practice. Small differences will possibly disappear as each group learns more about what the others have included as topics. However, the differences will initially be great between the amounts of training required to cover a topic, and the levels of training at which this is offered. The solution to these problems may lie in the development of equivalencies, the identification of levels of the credential, and the development of processes for opting out of training for those previously qualified by other educational experiences.

Q. At what level will the credential be offered? Will there be conflict and competition over where to place it?

The groups that have worked on credentialing all appear to want to add the credential to

whatever level of early childhood/school-age training the director has had. This can be done by a credential that is tied to competencies rather than to specific levels of education. However, that approach still has levels, since an administrator with a Master's degree can be expected to have more knowledge and skills than an administrator with a CDA. The career development approach recognizes the value of higher levels of education, and encourages individuals to continue to pursue higher levels.

The projects working on their credential will develop their own concrete solutions to this problem, and their shared ideas will contribute to the further development of the credential. For example, in Wisconsin, the Registry will credential directors at different levels of education, i.e. the CDA level credential, the AA level credential, the BA level credential, and the graduate level credential. Working out the problems of the levels, and the equivalencies of coursework across levels is more difficult and controversial than agreement on the content for the credential, where much more consensus already exists.

Taking The Lead

Investing in Early Childhood Leadership
for the 21st Century

AN OVERVIEW OF STATE AND NATIONAL DIRECTOR CREDENTIALING INITIATIVES

AS OF MAY 1998

The following information, originally gathered in February 1997, represents an attempt to begin to catalogue these efforts across the country so that those who are working to develop such programs can share information. As of May 1998, we have added some initiatives and made some changes and updates. We consider this a "work-in-progress." Please assist us as we continue by sending us any information you may have about these or other director credentialing initiatives. For information to be included, please submit answers for all of the topic headings listed on the following charts.

Definitions

We use the term ***director*** to represent a variety of titles used by early childhood and school-age programs to describe the role of director, including, but not limited to: program director, site supervisor, executive director, or administrator.

Director credentialing is used to refer to the awarding of a certificate, permit, or other document which certifies that an individual has mastered a specific set of defined skills and knowledge, and has demonstrated competencies to prepare for performance as a director in any early care and education or school-age setting (e.g., Head Start, private non-profit programs, for-profit programs, public and private schools). The body which awards the credential may or may not be the same organization that delivers the training. A credential may be awarded by a professional association, state agency, higher education consortium, etc. and signifies a consensus by those groups of the validity of the standards set forth.

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An Overview of Director Credentialing Initiatives - State Credentials (as of May 1998)

State	Alabama	Arizona	California
Name of Credential	Execs Credential	Early Childhood Education, Program Management, Certificate of Completion and Early Childhood Education, Program Management, Associate of Applied Science (AAS) Degree	Site Supervisor and Program Director Permits
Awarding Body	Gulf Regional Child Care Management Agency, Inc.	Central Arizona College	Commission on Teacher Credentialing
Contact/ Affiliation	Wendy McEarchern, Executive Director, Gulf Regional Child Care Management Agency, Mobile	Cheryl Foster Central Arizona College 8470 N. Overfield Rd. Coolidge, AZ 85228	Carol Sharpe, Project Coordinator for Advancing Careers in Child Development, Pacific Oaks College, Pasadena
Phone Number; Fax Number; E-mail	334-450-2127	520-426-4477 (ph) 520-426-4476 (fax) cherylf@cac.cc.az.us	805-969-0012 (ph) 805-565-1629 (fax) csharpe1@ compuserve.com (e-mail)
Start Date	1993	1994	February 1997
Number of credentials awarded	approx. 75	approx. 30 awarded, approx. 25-30 in progress.	300
What is the cost?	$495	Tuition/fees for each one-credit course is $38; 30-course certificate is $1,140	$70 + $57 fingerprinting fee (1st time only); plus tuition fees for courses at colleges
Is the credential required or voluntary?	Voluntary	Voluntary	Required for Directors in state funded programs, voluntary for private programs
Does the credential reflect a collaborative or independent effort?	Independent effort by a private non-profit Resource & Referral Agency	The ongoing development of the certificate is a collaborative effort of many training entities and a pool of 10-20 directors.	Collaborative, Statewide Career Development effort
Is college credit available?	No	Yes, 30 credits for the certificate	Yes, all but a select group of approved trainings must be done through colleges.

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An Overview of Director Credentialing Initiatives - State Credentials, Continued
(as of May 1998)

State/Region	Illinois	Minnesota	Mississippi
Name of Credential	Illinois Director Credential	Child Care Administration Certificate	OCY Director's Child Care Credentialing Project
Awarding Body	IL Network of Child Care Resource and Referral Agencies	Minnesota State Colleges and Universities for certificate; MNAEYC for credential	Office of Children and Youth, Mississippi Department of Human Services
Contact/ Affiliation	Valerie Dawkins INCCRRA 207 W. Jefferson Suite 301 Bloomington, IL 61701	Sue Baldwin Insights Training & Consulting 2559 Hawthorne Lane Stillwater, MN 55082 and Eva Zygmunt MnAEYC Exec. Director 1821 University Ave, Suite 298 So. St. Paul, MN 55104	Jane Boykin, Director of the Mississippi Forum for Children & Families
Phone Number; Fax Number; E-mail	618-244-9036 (ph) 309-828-1808 (fax) vsd@accessus.net	Sue - 612-439-4100 (phone and fax) baldwin@wavefront.com Eva - 612-646-8689 (ph)	Ph: 601-355-4911 fax: 601-355-4813 janeb@meta3.net
Start Date	January 2000- possible pilots earlier.	May 1995	Fall 1995
Number of credentials awarded	None	approx. 12	46 completed in first group of participants; 81 completed in second group; 161 in process
What is the cost?	Unknown at this time	$39 per credit. $585 for the Certificate alone	Tuition grant funded right now, $25 registration fee.
Is the credential required or voluntary?	Voluntary	Voluntary	Voluntary, under review as requirement.
Does the credential reflect a collaborative or independent effort?	Collaboration	Collaboration among public colleges and Minnesota AEYC	Developed by one agency (Forum) under contract to another (OCY)
Is college credit available?	To be determined; work is underway with 2- and 4-year colleges	Yes-15 credits	Not yet

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An Overview of Director Credentialing Initiatives - State Credentials, Continued
(as of May 1998)

State/Region	New Jersey	New York	North Carolina
Name of Credential	Essex County College Early Childhood Director Credential Program	New York State Children's Program Administrator Credential	NC Early Childhood Administration Credential
Awarding Body	Essex County College	SUNY Empire State College; being developed by the New York State Early Childhood Career Development Initiative	The NC Dept. of Health & Human Services/Division of Child Dev. awards the credential. State's 58 local community colleges offer the course work.
Contact/ Affiliation	Margarita Roig Program Director Essex County College Social Sciences Division 303 University Ave. Newark, NJ 07102	Azra Farrell Interim Director NYS Early Childhood Career Development Initiative NYS Child Care Coordinating Council 130 Ontario St. Albany, NY 12206	Katherine Shepherd Division of Child Development 319 Chapanoke Rd. P.O. Box 29553 Raleigh, NC 27626
Phone Number; Fax Number; E-mail	973-877-3255 (ph) 973-623-6449 (fax) roig@essex.edu (e-mail)	518-463-8663 (ph) 518-427-6603 (fax)	919-662-4543, ext. 280 (ph) 919-662-4568 (fax) ksheperd@dhr.state.nc.us (email)
Start Date	Summer 1998	Anticipate piloting first course in Fall 1998 in Rochester, NY and in the Lower Hudson Valley, and possibly in Buffalo as well	Spring semester 1998
Number of credentials awarded	Not applicable	Not applicable	None, first recipients in summer 1998
What is the cost?	Unknown at this time	Will be approx. $2700 - at current SUNY Empire State College tuition rate	Approx. $150 but scholarships available through TEACH.
Is the credential required or voluntary?	Voluntary	Will be strictly voluntary - at least for the near future	It is a requirement passed in 1997/98 legislation
Does the credential reflect a collaborative or independent effort ?	Collaborative	Currently, 26 groups comprise the Career Development Initiative. The Credential Development Committee includes multiple agencies and organizations.	Collaborative
Is college credit available ?	Yes - 15 credits	18 credit hours - offered at both the bachelor's and graduate level. Will initially only be able to offer the credential at the BA/BS level.	5 semester curriculum credits for the 2 administrative courses (required) however, additional course work (EC/CD) is required according to specified levels I, II, and III

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An Overview of Director Credentialing Initiatives - State Credentials, Continued
(as of May 1998)

State/Region	Oklahoma	Texas	Wisconsin
Name of Credential	Oklahoma Professional Credential for Child Care Administration.	Child Development Director's Credential	Professional Credential for Child Care Administrators
Awarding Body	To be determined	Red Cross	The Registry
Contact/ Affiliation	Ramona Wahpepah-Moore Senior Program Development Specialist American Indian Institute University of Oklahoma 555 Constitution St., Suite 237 Norman, OK 73072-7820	Carol O'Neil, Administrator for Child Care Education, Red Cross of Houston	Jere Wallden, Director of The Registry 2040 Sherman Avenue Madison, Wisconsin 53704
Phone Number; Fax Number; E-mail	405-325-4127 (ph) 405-325-7757 (fax) moore@cce.occe.ou.edu	713-526-8300	608-244-9327 (ph) 608-244-9462 (fax) jwallden@newnorth.net
Start Date	Will be determined by the work/focus groups. Anticipate it will be Fall 1998	1988 (1st lic approved)	Summer, 1996
Number of credentials awarded	Not applicable	approx. 500	145 in process
What is the cost?	Will vary for each participant	$375 + $75 renewal every 3 yrs	$160-$700 per course = $2880-$12,600
Is the credential required or voluntary?	Voluntary	One state licensing option	Voluntary
Does the credential reflect a collaborative or independent effort ?	Collaborative	Private	Collaborative
Is college credit available ?	Training will be both credit and non-credit	None right now. In past local college offered	Yes - 18 credits (6 courses - 3 credits each)

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An Overview of Director Credentialing Initiatives - National Credentials
(as of May 1998)

Name of Credential	Christian Director's Child Development Education Credential	National Administrator's Credential (NAC)	Professional Administrator's Credential (offered in 35 states)
Awarding Body	National Association for Child Development Education	National Child Care Association (NCCA)	Texas Association of Professional Administrators
Contact/ Affiliation	Ellen McKinley, President of the Board National Association for Child Development Education	Lynn White, Executive Director of the National Child Care Association Nicole Robinson, NAC Program Director NCCA 1016 Rossea St. Conyers, GA 30012	Sheena Sharp, Administrator for the Professional Administrator's National Credential
Phone Number; Fax Number; E-mail	800-741-7762 904-276-2071 904-213-9816 904-276-2465 (Fax) nacde@illumanet.com	800-543-7161 (ph) 770-388-7772 (fax) nccallw@mindspring.com nccaatl@mindspring.com	800-472-9438
Start Date	July of 1994	March 1996	1985
Number of credentials awarded	4	approx. 300+	25,000 awarded
What is the cost?	$195.45	$425	$450
Is the credential required or voluntary?	Licensing option in some states. Credential is not a requirement for directors specifically. Law requires one credentialed person for every 20 students present. Directors may use this to help attain that goal.	Regulatory option in some states, voluntary in others	Licensing option in some states
Does the credential reflect a collaborative or independent effort?	Collaborative with Association of Christian Schools International	Collaboration with state associations and other statewide organizations	Private, independent agency
Is college credit available?	Depends. Candidates obtain their 120 hours independently.	Approved by the American Council on Education (ACE/PONSI) for 3 semester hours in education	Yes, in some colleges in some states. 3 to 15

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Training Content and/or Competencies
Required by State and National Director Credentialing Initiatives
(as of May 1998)

State Initiatives

State/Credential	Prerequisites for Credential	Hours/Credits/ Format	Main Content and/or Competency Areas
Alabama: Execs Credential	High School Diploma or G.E.D. and 20 hours of training in the ECE field. One year experience as a director, assistant director, or program director	60 clock hour course plus 20 hours prereq and 40 hours post training requirements One day per week for 8 weeks. Any combination of 64 hours	**Main Content Areas** • Personal Development • Evaluating Existing Programs • Business Management • Communicating with Staff • Developmentally Appropriate Practices • Safe & Appropriate Environments • Nurturing Healthy Children • Working with Others
Arizona: Program Management Certificate of Completion	Enrollment in general basic early childhood courses (which are part of the core for the certificate program)	30 credit hours On-site, one-on-one, mentoring model with opportunities for group sessions/interaction. The pace is individualized, open entry/open exit	• Health/Safety/Nutrition • Learning Environment/Scheduling • Parent/Community Relations • Marketing/Budgeting/Legal Issues • Administration (selection)/Leadership • Staff Selection/Development/Evaluation
California: Site Supervisor and Program Director Permits	**For Site Supervisor:** 60 credits which include 24 credits in child development. **For Program Director:** B.A. which must include 24 credits in child development.	8 credits total 6 in administration and 2 in adult supervision Must be taken at colleges or universities. A limited number of other training institutes and organizations may be given approval to offer training towards the credential.	**Courses** • Administration • Adult Supervision **Competencies** • Personal and Professional Behavior • Child Growth & Development and Classroom Environment • Health, Safety and Nutrition • Working with Families and Communities • Administration and Management
Illinois: Director Credential	Under development; may include classroom teaching experience as a prerequisite	Under development	Under development
Minnesota: Child Care Administration Certificate	Must hold a Child Care & Education Diploma (48 credits) or have permission of the instructor.	15 credit certificate program which includes 4 courses and an internship. (total of 5 courses). Primarily offered through evening courses. Some independent study options available. Are looking into "distance learning" opportunities right now.	**Courses (five 3-credit courses)** • Child Development Administration • Child Development Financial Management • Child Development Staffing & Supervision • Advanced Internship: Administration in a Child Development Setting • Elective

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State/Credential	Prerequisites for Credential	Hours/Credits/ Format	Main Content and/or Competency Areas
Mississippi: Office of Children and Youth's Director's Credential	Must be working in a licensed child care facility and qualify as a director	120 clock hours. 8 courses plus a 15 hour integration module. Week-end intensives held once per month and one night a week classes.	**Training Modules** • The Role of the Director • Child Development I. Infants & Toddlers • Child Development II. Preschool & School Age • Program staffing • Program Development • Financial Management • Program Administration • Theory and practice • Integration of Knowledge and Practice
New Jersey: Essex County College Early Childhood Director Credential Program	High school diploma or equivalent; must be a US citizen or legal permanent resident	Minimum number of hours of training required will be 675, equal to 15 college credits. Participants will be required to attend workshops/ Seminars and conferences Format of the training will be semester-long courses, and intensive seminars/ workshops. The college courses and seminars/workshops will also be conducted on evenings and weekends, as well as during the Summer of 1998. Also considering distance learning.	Still in the development stage, but considering these topic areas: • Child Growth and Development (Infancy - 5 years of age) • Program Management • Communicating with Staff, Families, and Children • Life Skills • Developmentally Appropriate Practices • Supervision and Administration in the Bilingual Setting • Professional Growth

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State/Credential	Prerequisites for Credential	Hours/Credits/ Format	Main Content and/or Competency Areas
New York: Children's Program Administrator Credential	Associate's degree or 60 college credits with minimum of 18 credit hours in ECE or related field.	18 credit hours Each 3-credit course (with the exception of the final 3-credit internship) is being developed as 3 1-credit modules. Format for delivery is still being developed, with maximum flexibility being sought. State is now moving toward only offering as 3 credit course, not broken out by modules even though that is how syllabus was developed. They will use the module content areas for team teaching purposes to recruit "specialists" in module content area.	I. Course 1: Administering Children's Programs Module A - Organizational Management: Principles and Practices Module B - Personnel Management Module C - Human Relations II. Course 2: Financial Planning of Children's Programs Module A - Formulating a Financial Plan Module B - Budgets and Accounting Module C - Resources and Expenses III. Course 3: Operations Management in Children's Programs Module A - Management Systems for Quality Programs Module B - Technology and Communication Module C - Health and Safety IV. Course 4: The External Environment and Children's Programs Module A - Legal and Regulatory Requirements Module B - Marketing Module C - Ethical and Political Issues V. Course 5: Designing Programs that are Good for Children and Families Module A - Programming for the Whole Child Module B - Programming for the Whole Family Module C - Programming for Children with Special Needs VI. Course 6: Internship
North Carolina: Early Childhood Administration Credential	Entry into community college curriculum programs or taking course work as special students first, then applying to enter early childhood curriculum programs	There are three award levels of the credential. Each requires completion of five semester hours of administration courses (Admin. I & II) Level I: Admin I &II + 7 semester hours ECE/CD + level I portfolio Level II: Admin I & II + AAS in ECE/CD + level II portfolio Level III: Admin I & II + BS or higher in ECE/CD + level III portfolio Format is semester-long courses	Information will be available in summer 1998 after pilot is completed.

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State/Credential	Prerequisites for Credential	Hours/Credits/ Format	Main Content and/or Competency Areas
Oklahoma:	Dependent upon each candidate's previous level of training, experience, and skills	Level I - 40 hours Format will be flexible and dependent upon each candidate's needs. Training that is credit-based may be semester-long, whereas other training may be a one-day seminar. Also week long and 2-day	Content and competencies will be determined by the work/focus groups
Texas: **Child Development Director's Credential**	Must be 21 years old and have a high school diploma or G.E.D.	144 clock hours 8 consecutive week-end intensives.	**Main Content Areas** • Child Development • Health and Safety • Administration • Staff/Child Interaction • Staff/Parent Interaction • Curriculum • Staff Qualifications • Physical Environment Indoors • Physical Environment Outdoors • Nutrition • Special Education
Wisconsin: **Professional Credential for Child Care Administrators**	An acting Director and have one year of experience preferred.	15-18 credits. 6 college courses. Wide range of options including, one week "institutes", 2 or 3 day retreats with one month between, one day intensives (for modules), and planning distance learning.	**Courses** • Administration/Supervision • Financial Management • Operations Management • External Community & Marketing • Best Practices for Children & Families • Integrative Seminar

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Credential	Prerequisites for Credential	Hours/Credits/ Format	Main Content and/or Competency Areas
Christian Director's Child Development Education Credential	Must be an acting ECE Director in a Christian setting and have a High School Diploma or G.E.D.	150 clock hours 120 in child development and administration and 30 hrs in Spiritual Development This credential is designed after the C.D.A.. Candidates must document 120 hrs. of course work or training in the 8 competency areas. In addition, candidates must take 30 hours of training in Christian Ministry through the National Association for Child Development Education or one of their approved affiliates. Christian Ministry training is offered during two annual retreats.	**Main Content Areas** • Social/Emotional Development • Program Management • Physical/Mental Development • Family Relations • Health, Safety and Learning Environments • Professionalism • Observing and Recording Behavior • Child Development **Spiritual Development** • Moral/Spiritual Development of the Child • Ministry of the Administrator • Relationships with Families, the Church and the Community
National Administrators Credential	No prerequisites but it is assumed that participants have a background in Child Development.	40 clock hour course plus 8 hours of outside assignments One week intensive offered in a retreat setting.	**Competencies** • Ability to Develop and Maintain an Effective Organization • Ability to Plan and Implement Administrative Systems that Effectively carry out the Program's Mission, Goals and Objectives • Ability to Market the Program to Parents and the Community • Ability to Administer Effectively a Program of Personnel Management and Staff Development • Ability to Maintain and Develop the Facility • Legal Knowledge Necessary for Effective Management • Ability to Foster Good Community Relations and to Influence Child Care Policy that Affects the Program • Financial Management Ability • Ensure Director Self Development
Professional Administrator's Credential	Candidates must have 2 years of experience in the field and have 50 clock hours of ECE training.	40 clock hours One week intensive.	**Main Content Areas** • Standards for Child Care Centers • Operational Management • Principals of Communications • Personnel • Program Development • Communications with Parents and Community

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Child Care Licensing Requirements:
Minimum Pre-service Training, Annual Ongoing, and Administrative Training Hours for Directors in Child Care Centers

States	Pre-service Training	Ongoing Hours	Administrative Training
Alabama	none*	8	20 hours
Alaska	12 college credits in child development	15	0
Arizona	90 hours of workshop training in early childhood education or child development	0	0
Arkansas	none	10	0
California	12 semester units hours in early childhood	0	3 units
Colorado	24 semester hours of early childhood education, plus 24 months experience	6	0
Connecticut	12 credits in early childhood education and 1080 hours of experience	U*	0
Delaware	high school vocational program and 9 credit hours in early childhood education and 3 years experience	15	0
District of Columbia	2 or more years of college training that includes course work in early childhood education or related field and experience	0	0
Florida	30 clock hours of training in early childhood education	8	0
Georgia	none	10	0
Hawaii	none	0	0
Idaho	none	4	0
Illinois	1 year of college with 10 credit hours in early childhood (and enrollment in college up to 18 credit hours) and experience	0	0
Indiana	bachelor's degree with 15 hours in early childhood or related field	12	0
Iowa	10 CEU's in early childhood education, 3 years experience and 1 year course work or experience in administration	10*	0*

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States	Pre-service Training	Ongoing Hours	Administrative Training
Kansas	12 credits of child-related course work and 6 months experience	5	0
Kentucky	none	12	0
Louisiana	30 clock hours of training in early childhood education and 1 year of experience	0	0
Maine	2 years of college including 9 credit hours in child care and 6 months experience	24	0
Maryland	90 clock hours in early childhood development	6	0
Massachusetts	14 college credits in child-related field and 15 months experience*	20	2 credits
Michigan	60 college credits with 12 in child-related field	0	0
Minnesota	90 clock hours in child development, human relations, or staff supervision and 1,040 hours of supervisory experience*	U*	0
Mississippi	none	15	0
Missouri	12 college semester hours in child-related field and 24 months experience	12	0
Montana	none*	0	0
Nebraska	none	12*	0
Nevada	3 hours in the first 6 months	3	0
New Hampshire	none	0	0
New Jersey	none	0	0
New Mexico	none	24	0
New York	bachelor's degree with 18 credits in early childhood education and experience*	15*	0
New York City	early childhood teacher certification and 2 years experience	0	0
North Carolina	none	20	0
North Dakota	Bachelor's degree with at least 12 semester hours in child development or related field, with at least 1 year of experience	0	0
Ohio	4 courses in early childhood education	0*	0

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States	Pre-service Training	Ongoing Hours	Administrative Training
Oklahoma	approved child care training program	20	0*
Oregon	none*	15	0
Pennsylvania	associate's degree that includes 30 hours in child-related course work and 4 years experience	6	0
Rhode Island	none *	20	0
South Carolina	none	15 *	0
South Dakota	none	20	0
Tennessee	none	12	0
Texas	9 college credits in child development or early childhood education and 3 years experience	20	9 credits in business management
Utah	Child Development Associate and 1 year of experience	20	0
Vermont	4 courses in early childhood and 3 years experience	9	0
Virginia	some education in early childhood and experience	0	0
Washington	45 college quarter credits in early childhood education or equivalent	0	0
West Virginia	9 credits of child-related training	U	0
Wisconsin	2 non-credit department-approved courses in early childhood education and 80 days experience*	25	10*
Wyoming	none	8	0
Total Number of States with Training Requirement	**33**	**37**	**4**

Notes:

States often list a set of required pre-service training alternatives. If a state has requirements for experience, high school completion, age, or training not specified in early childhood, it is counted as "none."

***Alabama:** The state also has requirements for program directors. It is possible that responsibilities of director and program director to be assumed by the same person provided all qualifications are met for each position. If a director does not meet the qualifications of a program director, then a program director shall be employed. A program director must have at least 40 clock hours of training in child care.

*__Connecticut:__ Annual hours of training required equal to 1% of hours worked per year.
*__Iowa__: Administrative experience is required as pre-service training if the director doesn't have 6 credits or CEU's in early childhood education and 1 year of course work. 10 hours of training in early childhood education in the first year of employment, then 6 hours of training each year after.
*__Massachusetts:__ Directors of large centers must meet higher qualifications than directors of small centers.
*__Minnesota__: Annual hours of training required equal to 2% of hours worked per year. If a director also functions as a teacher or develops the program plan, the director must meet teacher requirements, i.e. 24 quarter credits in child development and 4,160 hours experience.
*__Montana:__ If the director also acts as a caregiver, the director must receive 8 hours of training in the first year of employment.
*__Nebraska__: 12 hours annually is required for directors who work with a group of children.
*__New York__: Each center must have on staff a person with specific child-related training. This person shall be responsible for developing, directing, and
supervising the daily activity programs for children. If the director of the center does not possess the qualifications, another staff person must have such qualifications. 15 hours of training in early childhood education in the first year of employment, then every 2 years after.
*__Ohio__: A director who also serves as a child care staff member must complete 15 hours annually for 3 years. Staff with a higher education degree or an early childhood credential are not required to participate in ongoing training.
*__Oklahoma__: Directors of large centers must have at least 10 hours of training in administration along with one of a variety of training alternatives that range from 40 clock hours to a college degree in child development.
*__Oregon__: Directors who are serving as head teachers must have early childhood training.
*__Rhode Island__: None required, unless the head teacher does not work full-time.
*__South Carolina__: 15 hours in the first year, then 20 hours each year after. At least 5 hours a year must be in administration, and at least 5 hours must be in child growth and development, early childhood education, and health and safety.
* __Wisconsin__: Directors of centers that serve 51 or more children are required to have more training -- at least 4 non-credit department-approved courses in early childhood education. For directors who have no previous training in supervision or personnel management, 10 hours of their ongoing education hours in the first year must be completed in this area.